

Upaya Meningkatkan Sikap Kerja Sama dan Hasil Belajar Siswa Melalui Model *Problem Based Learning* (PBL)

(Penelitian Tindakan Kelas Tema 1 Indahnya Kebersamaan
Subtema 1 Keberagaman Budaya Bangsaku pada siswa kelas IV SDN Campaka
Soreang Kabupaten Bandung)

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ABSTRAK

Penelitian yang berjudul “Upaya Meningkatkan Sikap Kerja Sama dan Hasil Belajar Siswa Melalui Model *Problem Based Learning* (PBL)” pada Tema 1 Indahnya Kebersamaan Sub Tema 1 Keberagaman Budaya Bangsaku di kelas IV SDN Campaka Soreang Kabupaten Bandung, dilatar belakangi karena adanya permasalahan di lapangan mengenai sikap kerja sama antar siswa yang rendah dalam suatu pembelajaran sehingga hasil belajar siswa belum mencapai ketuntasan. Hal ini disebabkan oleh penggunaan metode konvensional yang dikembangkan guru terhadap penggunaan yang bersifat verbalistik dengan berpusat kepada guru, siswa hanya menerima materi pembelajaran “*transfer knowledge*” dari guru bukan siswa yang aktif membangun pengetahuan serta dalam kerjasama kelompok belajar siswa kurang berkembang, siswa memandang pembelajaran merupakan pembelajaran menghafal, karena guru kurang melibatkan siswa dalam proses belajar. Model *problem based learning* adalah model pembelajaran yang proses penyampaian materinya dilakukan dengan cara menyajikan suatu permasalahan, mengajukan pertanyaan-pertanyaan, memfasilitasi penyelidikan dan membuka dialog, dan dapat memfasilitasi keberhasilan memecahkan masalah, komunikasi, kerja kelompok dengan lebih baik dibanding pendekatan yang lain. Penelitian ini menggunakan model penelitian tindakan kelas, yang terdiri dari III siklus. Setiap siklus terdiri dari beberapa tindakan, perencanaan, pelaksanaan, analisis dan refleksi. Hasil penelitian kerja sama siswa pada siklus I, jumlah nilai kerja sama keseluruhan siswa ialah 68 dengan persentase kerja sama mencapai 56%, siklus II jumlah nilai kerja sama keseluruhan siswa ialah 80 dengan persentase 82% dan siklus III jumlah nilai keseluruhan siswa ialah 86 dengan persentase 91%. Sedangkan hasil belajar siswa pada siklus I jumlah nilai keseluruhan siswa ialah 68 atau 14%, siklus II jumlah nilai keseluruhan siswa ialah 73 atau 59% dan siklus III jumlah nilai keseluruhan siswa ialah 82 atau 95%. Dengan demikian, model *problem based learning* dapat digunakan dalam pembelajaran subtema kebersamaan dalam keberagaman yang terbukti dapat meningkatkan sikap kerja sama dan hasil belajar siswa kelas IV SDN Campaka.

Kata Kunci : sikap kerjasama, hasil belajar, *problem based learning*.

Efforts to Improve Cooperation Attitudes and Student Learning Outcomes Through Problem Based Learning Model (PBL)

(Classroom Action Research in Theme 1 The Beautifulnes of Togetherness Sub Theme 1 Cultural Diversity of My Country in grade IV SDN Campaka Soreang kabupaten Bandung)

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ABSTRACT

The research entitled "Efforts to Improve the Attitudes of Cooperation and Student Learning Outcomes through Problem Based Learning Model (PBL)" in Theme 1 The Beautifulnes of Togetherness Sub Theme 1 Cultural Diversity of My Country in grade IV SDN Campaka Soreang kabupaten Bandung, Background because of the problems in the field about the attitude of cooperation among students is low in a learning so that student learning outcomes have not reached mastery. This is caused by the use of conventional methods developed by teachers on the use of verbalistic with teacher-centered, students only receive learning materials "transfer knowledge" of teachers instead of students who actively build knowledge and in less-developed student learning groups, students view learning is Learning memorization, because teachers do not involve students in the learning process. The problem-based learning model is a learning model where the process of delivering the material is done by presenting a problem, asking questions, facilitating an investigation and opening up a dialogue, and can facilitate successful problem-solving, communication, group work better than any other approach. This study uses a classroom action research model, which consists of three cycles. Each cycle consists of several actions, planning, execution, analysis and reflection. The result of research of student cooperation on cycle I, the total value of cooperation of all students is 68 with the percentage of cooperation reached 56%, cycle II the total value of the overall student cooperation is 80 with 82% percentage and cycle III the total value of the students is 86 with percentage 91%. While the students' learning outcomes in the first cycle the total score of students is 68 or 14%, cycle II the total value of the students is 73 or 59% and cycle III the total value of the students is 82 or 95%. Thus, the problem-based learning model can be used in learning togetherness subtema in diversity proven to improve cooperative attitude and student learning outcomes fourth grade SDN Campaka.

Keywords: cooperative attitude, learning outcomes, problem based learning.